

guidance **INDEX**

Vol. XV, No. 9 | December, 1952

SUBJECT INDEX

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New SRA Guidance Publications

Better Living Booklet, When Children Face Crises by George J. Mohr, Dean of Students at the Chicago Institute for Psychoanalysis, and Associate Clinical Professor of Psychiatry at the University of Illinois School of Medicine. (See review item No. 24)

Junior Life Adjustment Booklet, Your Safety Handbook by Ned Dearborn, President of the National Safety Council, and Bill Andrews, former editorial director of the National Safety Council. (See review item No. 38)

Life Adjustment Booklet, Exploring Your Personality by William E. Henry, Associate Professor, Committee on Human Development, University of Chicago. (See review item No. 41)

Thurstone Test of Mental Alertness, 1952 revision, by L. L. Thurstone, Research Professor of Psychology and Director of the Psychometric Laboratory, University of North Carolina, and Thelma Gwinn Thurstone, Professor of Education, University of North Carolina. (See review item No. 35)

Directions For Use

The **Guidance Index** lists the best current material in guidance and its related fields. The items are divided into two main groups. The first is material for the counselor, teacher, administrator, and professional worker; the second, for the student.

The title of the publication appears first, followed by the name of the author. The address from which it may be ordered is in brackets. This is followed by the date of publication, number of pages, and the price. An asterisk (*) denotes material especially suitable for the elementary schools.

Every effort is made to list as many free and inexpensive (50 cents or less) publications as possible. A dagger (†) denotes this material. In this issue of the *Guidance Index* you will find:

63 items covering 44 subjects. 40 items are free or inexpensive.

Note

The material must be ordered direct from the issuing source. Orders for SRA materials accompanied by cash are sent postage prepaid. Orders to be charged will have a slight postage and insurance fee.

Volume XV

December, 1952

Number 9

Guidance Index is published monthly September through May by
Science Research Associates 57 W. Grand Avenue, Chicago 10, Illinois

Managing Editor: Carol Rotschild. Subscription rate \$4 a year in the United States and its possessions and Canada. Foreign, \$5. Entered as second-class matter October 21, 1946, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879. Copyright 1952, by Science Research Associates, Inc.

for the

COUNSELOR, TEACHER, ADMINISTRATOR, and PROFESSIONAL WORKER

Items listed in this category give information on guidance and related fields: child development, personal adjustment, education, and vocational guidance.

Adolescence

1. **The Adolescent Period: A Graphic Atlas.** Frank K. Shuttleworth. [Society for Research in Child Development, Inc., Fayerweather Hall, East, Northwestern Univ., Evanston, Ill.] 1951. 264 pp. \$3.00.

This book consists of 453 charts concerning adolescents and adolescent growth and development. It was designed primarily as a reference book for workers in the field of child development. It covers the physical, sexual, intellectual, and occupational aspects of adolescent development. Each chart carries a brief notation of the aspect illustrated and references to original and collateral sources.

Citizenship

2. **†Techniques Useful in Citizenship Education.** Prepared by Victor E. Pitkin. [State Dept. of Education, State Office Bldg., Hartford 15, Conn.] 1952. 66 pp. Single copies, free.

The techniques described in this booklet are of two kinds—those for the teacher's use and those to be passed on to students. In the first category are the tools and techniques for identifying the social and emotional needs of youth. The case study technique is one of several discussed in the section on the diagnosis of student ability in critical thinking. Group procedures and the characteristics of a democratic, productive group are outlined. The author describes sociodrama in the section on techniques for gathering information on the attitudes and beliefs held by groups. He discusses types

and methods of social action as one of the skills which teachers pass on to students. Sources of the material described in the booklet are also given.

Counseling

3. **The Dynamics of the Counseling Process.** Everett L. Shostrom and Lawrence M. Brammer. [McGraw-Hill Book Co., 330 W. 42nd St., New York 36.] 1952. 213 pp. \$3.50.

This book presents an over-all view of vocational-educational-personal counseling based upon the author's belief that the purpose of counselors is to aid in the student's self-adjustment as well as in solving his immediate problems. Practical techniques of the counseling process are described in detail. The practices and principles set forth may be utilized by counselors in educational institutions and by those in business, industrial, and social organizations. This book is designed primarily for use in counseling situations with students or other persons who do not have serious difficulties where the preventive approach is applicable.

4. **†Problems in Individual Analysis (emphasizing techniques other than standardized tests and measurements).** Emery Gilbert Kennedy, Ed. [Guidance Bur., Kansas State Teachers College, Pittsburg, Kansas.] 1951. 96 pp. Apply.

This conference report emphasizes techniques of individual analysis other than standardized tests and measurements, i.e., anecdotal and cumulative records. Social work case study techniques are examined

for what they contribute to a high school guidance program and referral and resource agencies of value to the high school counselor are described. The discussion on the basic elements of a functioning guidance program will be of particular interest to school personnel engaged in furthering the establishment of a high school guidance program in their community.

5. †Problems in Individual Analysis (emphasizing standardized tests and measurements). Emery Gilbert Kennedy, Ed. [Guidance Bur., Kansas State Teachers College, Pittsburg, Kansas.] 1952. 86 pp. Apply.

This report of the second conference emphasizes standardized tests and measurements. Since a testing program must serve both counselors and administrators, the report describes what each needs from a testing program and ways of meeting the needs of both. Evaluation and interpretation of test results for both counseling and administrative purposes and the discussion of test results with students as part of the counseling procedure are important parts of this report. The plan of the bulletin makes it of value to counselors and administrators.

Current Affairs

6 †How You Can Teach about Communism. Ryland W. Crary and Gerald L. Steibel. [Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., New York 10.] 1951. 38 pp. 25c.

This teaching guide gives a brief, simple background for the understanding of communism. Russian history and Marxist doctrine are called the "twin roots" of communism by the authors. The authors have also quoted various communist sources to point up the differences between communist and democratic philosophies regarding the relative position and importance of the individual and the state. In addition, they examine communist propaganda and refute the party claims and distortions with facts. Each of the sections is followed by references for further reading and the last section of the guide suggests classroom activities such as sociodrama themes and discussion topics.

7. †Human Rights in the United States. Isidore Starr. *Oxford Social*

Studies Pamphlets. [Oxford Book Co., 222 Fourth Ave., New York 3.] 1951. 76 pp. 50c.

The Oxford Social Studies Pamphlets are "designed to survey vital contemporary problems in a form suitable for school use." This particular pamphlet was planned to make "human rights" more than words for the high school student. The discussion ties the American concept of rights and freedom to its historical roots and, through Supreme Court decisions which affect the applications of the concept, describes the scope and limitations of human rights in America. Each chapter is followed by suggestions for classroom activities designed to further the material covered in the chapter. The author, Isidore Starr, is in the social studies department of Brooklyn Technical High School, Brooklyn, New York.

Curriculum

8. A Handbook of Suggestions on the Teaching of Geography. N. V. Scarfe. [Columbia Univ. Press, 2960 Broadway, New York 27.] 1951. 103 pp. 75c.

With a view to teaching international understanding this review of the Unesco Seminar on the teaching of geography incorporates the suggestions and conclusions of the participants and includes new material to make, as nearly as possible, a complete review of geography teaching as a stimulant to world understanding. Teaching aims—general skills and attitudes to be imparted to students—suggested courses and methods, and teaching aids are among the topics covered. The appendixes contain recommendations for the education and training of teachers, a discussion of examinations of various types and for different student age levels, specifications for an ideal geography room, and sources of visual aids. There is also a bibliography of selected material in French and English.

9. †Supervised Practice in Counselor Preparation. [U. S. Govt. Print. Off., Washington 25, D. C.] 1952. 26 pp. 20c.

One of a series of committee reports from the proceedings of the 9th National Conference of State Supervisors of Guidance Services and Counselor Trainers, this booklet sets forth standards and objectives for supervised practice in counselor training

and surveys current programs for the supervision of counselor training. Suggestions for institutional programs and facilities and an examination of the specific skills needed by counselors in dealing with students, other staff members, parents, and the community form the main part of the report. The appendix, which presents the survey of existing programs, gives the survey procedure, purposes, and findings. A few of the areas covered by the survey are departmental responsibility, program structure, and evaluation techniques.

Economic Education

10. †**Your Family Plans for Spending.** Sidney Korando and Fay Moeller. [Extension Service, College of Agriculture, Univ. of Connecticut, Storrs, Conn.] 1951. 6 pp. Free.

This pamphlet discusses family financial planning. There is emphasis on the importance of including children in these plans and providing for their education in money matters. There is a list of items to be included in a plan for family spending, a chart for arriving at the financial standing of the family, and a suggested outline for achieving family goals.

Education, Elementary

11. ***Teaching Primary Children.** Florence B. Lee. [The Judson Press, 1701-1703 Chestnut St., Philadelphia 3, Pa.] 1951. 92 pp. 75c.

The forward of this book sets forth the objectives for the religious growth of primary children. To aid the teacher in helping children reach the objectives, the author discusses the personality of primary children of different ages, ways of understanding their needs, and ways of meeting these needs. The class environment, physical and psychological, is examined and an ideal classroom outlined. The use of lesson material, teaching techniques such as trips and story telling are described and there is an examination of the roles of the superintendent, secretary, and pianist.

Education, General

12. †**The 6 R's.** [U. S. Govt. Print. Off., Washington 25, D. C.] 1952. 22 pp. 10c.

This picture booklet by the Office of Educa-

tion describes the trend among parents to look to the schools for help in teaching not only the 3 R's of tradition but in addition the 3 R's of Responsibilities, Rights, and Relationships with others. The burden this trend adds to record enrollments is the theme of the booklet, with emphasis on parental responsibility in making sure that schools are equipped to adequately meet the increased pressures of curriculum and enrollment.

13. **Developmental Tasks and Education.** Robert J. Havighurst. 2nd ed. [Longmans, Green & Co., 55 Fifth Ave., New York 3.] 1952. 100 pp. \$1.25.

The developmental task is defined, by Dr. Havighurst, as "a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks." He writes of the importance of learning, especially in modern society, and of the significance of the concept of developmental tasks to educators. The tasks at succeeding ages—infancy and early childhood, middle childhood, adolescence, early adulthood, middle age, and later maturity—are defined and biological, psychological, and cultural bases are established. Dr. Havighurst examines the tasks for their meaning for education, education for its success in recognizing the meaning and meeting the responsibility, and suggests possible ways of improving that phase of education concerned with the particular developmental task.

14. **Free and Inexpensive Learning Materials.** 5th ed. [Div. of Surveys and Field Services, George Peabody College for Teachers, Nashville 4, Tenn.] 1952. 194 pp. \$1.00.

The fifth edition of this title contains 2,521 entries, of which about 37 percent are new publications. The materials have been examined and evaluated for accuracy, timeliness, clarity, and objectivity. Each entry carries a brief statement of content which is followed by the complete address of the distributor. The range covered by the book is a wide one and almost all of the items are in the 50 cents and under price bracket. This booklet will be of value to counselors, teachers, librarians, and students.

15. Philosophy of Education. William Heard Kilpatrick. [The Macmillan Co., 60 Fifth Ave., New York 11.] 1951. 465 pp. \$4.75.

This book has been designed by the author "for any and all who are consciously concerned for the intelligent and effective direction of education." The first part of the book discusses, among other things, man's social nature, morality, democracy, and the contributions made to philosophy by other sciences. The book goes on to contrast present and past theories of education and relates teaching, emotional adjustment, and character formation to education. Also discussed are school management and administration. Finally, the author examines present world affairs for their meanings in relation to education.

Education, Higher

16. Sargent Guide to Private Junior Colleges and Specialized Schools and Colleges. 1st ed. [Porter Sargent, 11 Beacon St., Boston 8, Mass.] 1952. 250 pp. \$1.10.

For the information of high school students and guidance personnel, this guide provides descriptive and statistical information on 800 private junior colleges and specialized schools. The introduction covers relative values of different kinds of schools, the development of junior colleges, their entrance requirements as well as those of the specialized schools, and job placement. Tuition costs and the problems involved in transferring are also discussed. The specialized schools cover a wide range of interests. Remedial schools and clinics, dramatic arts, aviation, and printing are only a few of the types of schools listed.

Growth and Development

17. *†Process in Social Weaning: A Study of Childhood Visiting. James H. S. Bossard. [The William T. Carter Foundation, 3440 Walnut St., Philadelphia 4, Pa.] 1951. 10 pp. 10c. Reprinted from *Child Development*, Vol. 22, No. 3, (September, 1951)

This study presents evidence indicating that social weaning starts much earlier than is commonly thought. The lasting impressions

made by visits to other people's homes provide, according to the author, "some of the child's first social steps." The study is briefly outlined and evaluations placed by the subjects on "not visiting" are presented. The records of those who visited are examined for the extent, basic problems, and general pattern of visiting. The roles of grandparents and other relatives are described from the accounts of visits and the experiences are evaluated for contributions to child development.

Guidance

18. Lovejoy's College Guidance Digest. [Clarence E. Lovejoy, Ed., Times Tower Bldg., Times Square, 1475 Broadway, New York 36.] Issued monthly. \$10.00 per year. Quantity rates.

This digest gives up-to-date information for secondary school and college guidance directors, secondary school principals, and reference librarians. Scholarship announcements, career information, and draft news are sample items taken from one issue. Workshops and institutes are also covered.

Handicapped

19. *†A Blind Child, Too, Can Go to Nursery School. Pauline M. Moor. [Amer. Foundation for the Blind, 15 W. 16th St., New York 11.] 1952. 15 pp. 20c.

This report on pre-school blind children who attended nursery schools for children with normal vision evaluates the experience for the advantages gained by the blind child and by the other children in the group. Standards of readiness for the blind child, and standards of group size and age have been arrived at as the result of the study. The blind child's ability to participate in group activities and maneuver safely in the classroom and out-of-doors is demonstrated in this report.

Human Relations

20. †Human Relations Education. G. G. Wetherill. [Amer. Social Hygiene Assn., 1790 Broadway, New York 19.] 1951. 73 pp. 50c. Quantity prices.

In this report Dr. Wetherill outlines the procedures followed in San Diego in initiating a program of human relations education in the public schools and in developing the program with the cooperation of the schools and community. Topics which are part of human relations are outlined under the secondary school courses which can incorporate them most naturally. Part III, Growing Up, includes lessons on social hygiene for sixth grade students who are making the transition from elementary school to junior high school. There is a list of typical questions asked by students with suggested answers and a list of visual aids and reading references for both teachers and students.

Juvenile Delinquency

21. †**Teamwork Can Prevent Delinquency.** [New York State Youth Commission, 66 Beaver St., Albany 7, N. Y.] 1952. 18 pp. Apply.

The importance of the role of the community in preventing juvenile delinquency, the establishment and support of Youth Bureaus, the work of these organizations in aiding children who are predelinquent, form the subject matter of this booklet. The roles of school, police, and community center, the importance of the position of Youth Bureau Director to the success of the program, and a suggested outline of the rules and duties of the Youth Bureau Board are other topics covered. For parents, teachers, and community leaders, this will serve as an outline for activities aimed at the prevention of juvenile delinquency.

Libraries

22. **Problems and Activities of Small and Medium-Sized Libraries.** [Univ. of Washington Press, Seattle 5, Wash.] 1952. 25 pp. \$1.00.

The proceedings of the 13th annual library section of the Institute of Government examine personnel practices in Washington libraries, the relationship of the library to city government, the job of the trustee in liaison between the library and the public, and book selection. Methods of improving the library's facilities, enlarging the scope of its activities, and improving public relations are some of the other topics covered by the discussion group. This report holds much material of interest to library personnel in states other than Washington

since so much of the information is widely applicable.

Mental Hygiene

23. *†**Dealing with Fear and Tension.** Reprint Bulletin No. 24. [Assn. for Childhood Education Internatl. 1200 15th St., N.W., Washington 5, D. C.] 1952. 34 pp. 50c.

These articles on fear and tension have been taken from the 1951-52 issues of *Childhood Education*. The articles deal with the necessity for security in the child's inner world, the nature of fear, ways of developing trust in children, the importance of an understanding parent, and symptoms of fear and tension. This booklet will be of value to teachers and parents of preschool and elementary school children.

24. *†**When Children Face Crises. Better Living Booklet.** George J. Mohr. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity discounts.

This booklet deals with the critical times in the lives of children—illness, death, divorce, and war. The author tells parents and teachers how they can help children to deal with crises in perspective, and to build the positive attitudes necessary for them to do so. Much emphasis is placed on learning how to handle everyday problems and situations effectively, as a means of acquiring the strength needed in times of crises. Dr. Mohr is Dean of Students at the Chicago Institute for Psychoanalysis, and Associate Clinical Professor of Psychiatry at the University of Illinois School of Medicine. He studied with Anna Freud, and has written many articles on problems of child psychiatry.

Minority Groups

25. **Combatting Prejudice through Science Teaching.** R. Will Burnett. [Nat'l. Science Teachers Assn., 1201 16th St., N. W., Washington 6, D. C.] 1952. 31 pp. \$1.00.

This booklet contains suggestions for discussions to point up the physical similarities which exist among men of all races. Physical traits and blood groups, no one of the exclusive property of any race, are instances of the examples the author uses

to demonstrate the similarities among the three groupings of mankind — Caucasoid, Mongoloid, and Negroid. The discussion on environment emphasizes its importance in personality development. Enough information is given to enable the teacher with a limited background in anthropology and genetics to follow through on the suggested activities and the footnotes serve as references to other books on some phase of the subject.

26. †**Feelings Are Facts.** Margaret M. Heaton. [Natl. Conference of Christians & Jews, Inc., 203 N. Wabash Ave., Chicago 1.] 1951. 59 pp. 25c.

This booklet emphasizes the importance of feelings, describes ways of diagnosing feelings and bringing them out into the open. Primarily directed to teachers, it describes ways of rearranging school and classroom situations and ways of teaching students about feelings. The author lists four steps for the teacher trying to shift group feelings. "First, diagnose the sources of tension. Second, accept the expression of negative feelings. Third, plan activities that release new energies and fresh enthusiasm. Fourth, provide opportunities for learning new skills."

Reading

27. ***Better Reading Series A, Lesson I.** [Stillfilm, Inc., 171 S. Los Robles Ave., Pasadena 5, Calif.] 1952. 3 Reels. Color. \$5.00 per reel.

These filmstrips were prepared for fourth grade reading classes but may also be used for high third and low fifth according to the reading needs of the class. Reels 1 and 2, *Land of the Eskimo*, are preparatory and follow-up exercises for the development of reading skills. Reel 3, *Tuktu's Adventure*, using the material of the first two reels, presents a story which is followed by a comprehension and vocabulary check and suggestions for further activities. A teacher's manual accompanies each lesson and includes a short bibliography to aid in the selection of supplementary materials. The series is under the direction of Theodore and Elizabeth Connett and is planned to extend from grade 4 through grade 9.

28. †**Good Reading.** Edited by the Committee on College Reading.

Rev. ed. [New American Library, 501 Madison Ave., New York 22.] 1952. 240 pp. 35c.

This guide to good reading is in the form of a descriptive list of about 1,200 books chosen for their significance and literary merit. The lists are grouped into historical periods, literary types, and the humanities and sciences. Each section in these three areas carries a brief introduction highlighting the section. Supplementing the lists are the sections on reading for pleasure and profit which include a list of 100 significant books from ancient times to the twentieth century and the section titled "Some Personal Slants" containing the personal lists of prominent people in literature.

29. **How to Test Readability.** Rudolf Flesch. [Harper & Bros., 49 E. 33 St., New York 16.] 1951. 56 pp. \$1.00.

This manual is a guide to the use of Dr. Flesch's readability formula. It explains the formula and applies it to a variety of selections. Reader characteristics and purpose for which selection is intended are factors to be considered in attempts to raise the readability of any piece of writing. These and the other factors are explained and illustrated by examples. There is also a section in which Dr. Flesch answers the questions most commonly asked by users of his formula.

30. †**Outstanding Educational Books of 1951.** [Publications Dept., Enoch Pratt Free Library, 400 Cathedral St., Baltimore 1, Md.] 1952. 1 p. 5c. Quantity prices. Reprinted from *N.E.A. Journal*, May, 1952.

This booklist gives the necessary information for purchasing and carries brief descriptions of the books. It is arranged under 6 subject headings—General, The Children We Teach, Teachers and Teaching, Administering Schools, Teaching Special Subjects, and Health and Physical Education. The list was compiled under the direction of the Education Department at the Enoch Pratt Free Library.

31. **Reading and Vocabulary Development.** Christian Oliver Weber. [Prentice-Hall, Inc., 70 Fifth Ave.,

New York 11.] 1951. 159 pp. \$2.00.

This manual for the development of basic reading skills was planned for the high school senior, the college freshman, or laymen in general. It may be used either by groups working under an instructor or by individuals following the directions given in the manual. The word-study projects and reading exercises are preceded and followed by reading and vocabulary tests to measure improvement. The introduction contains suggestions for using the manual which will be of interest to reading supervisors.

32. *Reading Aids through the Grades. David H. Russell and Etta E. Karp. Rev. ed. [Bur. of Publications, Teachers College, Columbia Univ., New York 27.] 1951. 120 pp. \$1.10.

This manual contains developmental reading activities for the elementary grades. The authors discuss the causes of reading disability which may lie in the child, the home environment, and/or the school program. They also outline the characteristics of good remedial reading programs. Reading activities are grouped as follows—reading readiness; primary, intermediate, and higher grades—and are geared to the disabilities found at the various levels. The bibliography lists books containing descriptions of reading games and exercises, booklists to serve as a guide for the selection of books for independent reading, and books of interest to students in the higher grades whose reading level is the third grade or below.

School-Community Relations

33. †The American Way of Publishing. [Amer. Textbook Publishers Institute, 1 Madison Ave., New York 10.] 1952. 8 pp. Apply.

This booklet was published by the Institute in response to requests for information about textbook publishing to answer the current controversies on subversion in textbooks. In a letter from one of the Institute members to a school superintendent, information about authors, editors, and publishers is presented demonstrating how difficult it is for subversive textbooks to find publishers, or having been published, to win acceptance in school systems. The letter also presents possible reasons for the hue and cry over subversion in textbooks and

warns of the dangers of meeting the attacks in the wrong way.

Social Problems

34. Alcohol Education. Joseph Hirsh. [Henry Schuman, Inc., 20 E. 70th St., New York 21.] 1952. 107 pp. \$2.50.

This guide-book for teachers and school administrators discusses the reasons for alcohol education in the schools. It gives information on the nature, action, and effects of alcohol and describes the nature and problems of alcoholism. It also outlines a general plan for schools and teachers concerned with alcohol education—handling such topics as the best time to begin alcohol education and fundamental concepts on which to base course content. Dr. Hirsh lists agencies and audio-visual aids which are graded and evaluated and includes a bibliography of those books which have proven most useful in teaching and community service activities.

Tests and Scales

35. Thurstone Test of Mental Alertness. 1952 Revision. L. L. Thurstone and Thelma Gwinn Thurstone. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. Specimen set, 75c.

This test is designed to measure an individual's capacity for acquiring new knowledge and skills. High school counselors will find the language and problem-solving scores of help in counseling on course selection, on vocational choice, and in diagnosing causes of scholastic difficulties. Validation studies indicate that the test discriminates very effectively between "good" and "poor" workers in clerical, sales, and business executive occupations. This 1952 revision is published in three equivalent forms of 126 items each, and with the same norms. The authors are L. L. Thurstone, Research Professor of Psychology and Director of the Psychometric Laboratory at the University of North Carolina, and Thelma Gwinn Thurstone, Professor of Education at the University of North Carolina.

Vocational Guidance

36. Factors that High School Students Associate with Selection

of Teaching as a Vocation. Robert W. Richey and Others. [Indiana Univ. Bookstore, Bloomington, Ind.] 1952. 45 pp. \$1.00.

This report of a study made among nearly 4,000 high school students in Indiana relates the students' backgrounds, their information about teachers and teaching, and

their opinions regarding the advantages and disadvantages of teaching to their selection of teaching as a career. The summary gives the results of the survey and the implications for education if able prospective teachers are to actually become teachers. Teachers, counselors, and administrators should be concerned with the results of this study.

for the

STUDENT

Items listed in this category are divided into two groups: Life Adjustment Material, which gives information about social, personal, and school problems; and Vocational Material, which gives information about occupations.

LIFE ADJUSTMENT MATERIAL

Economic Education

37. **†Moderns Make Money Believe.** Helen M. Thal, Ed. [Educational Div., Institute of Life Insurance, 433 Madison Ave., New York 22.] 1952. 16 pp. Free in classroom quantities.

This booklet starts with the money problems of the typical teen-ager—allowance size, what to spend, why save, where money comes from. Ways of making an allowance cover the things the family expects it to cover is sure to interest young people. The section on family finances covers sources of family income and planning so that the income will cover necessities, extras, and savings. Insurance—the things it does, reasons for having it, and the many different kinds of insurance protection—is explained and examples of families having different financial settings are used to illustrate the uses of insurance. The teacher's resource unit reviews the purpose of the booklet and contains suggestions for activities and lesson plans to make the material personal for each student.

Safety

38. ***†Your Safety Handbook.** *Junior Life Adjustment Booklet.* Ned Dearborn and Bill Andrews. [Science

Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 40 pp. 40c. Quantity prices.

In 1951, 6,000 children died from accidents and many others were seriously injured. Accidents kill more boys and girls than all childhood diseases, including polio. This booklet was written to help boys and girls in upper elementary and junior high school learn to practice the important safety rules to help keep them free of accidents. Typical problems such as traffic hazards, home accidents, hazards on hikes and outings, how to be safe while playing games and having fun are discussed. The special kind of accidents that may occur to those who live on farms are also covered, as well as helpful first-aid instructions. This booklet is the most recent publication in the series of SRA Junior Life Adjustment Booklets. It is written in an easy, readable style and many attractive illustrations and helpful charts about safety are included. The authors are Ned Dearborn, president of the National Safety Council and Bill Andrews, former editorial director of the National Safety Council.

Sex Education

39. **On Becoming a Man.** Harold Shyrock. [Review and Herald Publishing Assn., 6856 Eastern Ave.,

Washington 12, D. C.] 1951. 184 pp. \$2.00

This book for teen-age boys was written to serve as a guide to well-adjusted maturity. The author, Dr. Shyrock, describes adolescent friendships, changing family relationships, the problems of money management, and physical development. He also writes of boy-girl relationships, both friendship and courtship.

40. On Becoming a Woman. Harold Shyrock. [Review and Herald Publishing Assn., 6856 Eastern Ave., Washington 12, D. C.] 1951. 186 pp. \$2.00.

Dr. Shyrock writes of the emotional and physical factors of adolescence. He describes the maturation of teen-age girls and the problems—girl and boy relationships, school and home life—which accompany growing up. Dr. Shyrock is Associate Dean of the School of Medicine, College of Medical Evangelists, Loma Linda, California.

VOCATIONAL MATERIAL

Air Transportation

42. †Your Future in Air Transportation. Rev. ed. [School and College Service, United Air Lines, 35 E. Monroe St., Chicago 3.] 1951. 16 pp. Free, 5 copies limit.

This illustrated booklet on jobs in air transportation describes the basic technical and personal qualifications for a wide variety of positions. Jobs in operations, traffic and sales, and many other departments are briefly discussed. The requirements are specifically those of United Air Lines but, in general, apply to other airlines as well.

Art

43. No Pattern for Love. Beryl Williams. [Julian Messner, Inc., 8 W. 40th St., New York 18.] 1951. 178 pp. \$2.50.

This novel has the world of fashion for a background. The heroine, Tracy Charles, a student at the School for Fashion Design, explores several aspects of this world before solving her personal and career problems.

Social and Personal Adjustment

41. †Exploring Your Personality. *Life Adjustment Booklet.* William E. Henry. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity prices.

Despite the large amount of material written about improving personal adjustment, little has been done to help young people assess their own personality strengths and weaknesses. This *Life Adjustment Booklet* by William E. Henry, Associate Professor, Committee on Human Development, University of Chicago, not only discusses the way personality develops and differences in personality, but also gives the high school student an opportunity to look at himself and his individual personality pattern through the interpretation of pictures. The last portion of this booklet is devoted to five pictures about which the student writes stories and then, through analyzing his stories, learns more about himself.

The school and garment construction house background will be interesting to students contemplating a career in the fields of fashion or design.

Banking, Brokerage, and Finance

44. †Banking. [Glamour's Job Dept., 420 Lexington Ave., New York 17.] 1952. 3 pp. 5c.

This fact sheet describes the field of banking and a variety of job opportunities open to women. It also examines the qualifications and educational background of importance in any bank position. The advantages and compensations enjoyed by a bank employee are described and there is a short booklet and list of associations for further information.

Clerical Work

45. †Medical Secretary. [Glamour's Job Dept., 420 Lexington Ave., New York 17.] 1952. 4 pp. 5c.

The job of medical secretary—qualifications, training, nature of work, and employ-

ment sources—is described in this fact sheet. Shorthand texts of value in this job are listed along with trade directories which will be of value in locating firms which use persons having the qualifications of this position.

Domestic and Personal Service

46. **Opportunities in Beauty Culture.** Florence E. Wall. [Vocational Guidance Manuals, 45 W. 45th St., New York 36.] 1952. 112 pp. \$1.00.

This manual discusses beginning jobs, opportunities for the handicapped, information on cost of training, in addition to the general personal and educational requirements of the field. It also describes positions in beauty shops, in the cosmetic industry, in industrial education, and illustrates the value of a knowledge of cosmetology in such related fields as physical therapy and home economics. Trade organizations and organizations which affect legislation or the licensing of cosmetologists are also included. There is a list of trade publications and scientific and technical journals for supplementary reading.

Education

47. **†Teaching Careers.** [Dept. of Education, 200 Newbury St., Boston 16, Mass.] 1952. 6 pp. Free.

Although published specifically for use in Massachusetts, this brochure on teacher education in Massachusetts state teacher colleges and the Massachusetts School of Art has application outside of the state. It is concerned with the effect of the increased school population on the demand for teachers, particularly on the elementary level, but also on the secondary and college levels. The brochure divides the teaching field into its several areas from pre-school through college and university. It also describes the employment sources available to teachers and the compensations which teachers enjoy.

48. **†You as a Business Teacher.** Cat. No. R8557. [Business Machines & Supplies Research, Remington Rand, Inc., 315 Fourth Ave., New York 10.] 1952. 10 pp. Free.

This booklet, prepared for the guidance of students by Delta Pi Epsilon, gives the many

employment opportunities open to business teachers. It describes the personal qualifications needed by the business teacher—character, pleasant voice, good grooming, and a genuine liking for group work. The necessary training in college, state certificate requirements, and the rewards of personal satisfaction, social standing, and economic security are also described.

Fishing

49. **Conditions of Work in the Fishing Industry.** [Internatl. Labour Office, 1825 Jefferson Pl., N. W., Washington 6, D. C.] 1952. 215 pp. \$1.25.

In presenting information on conditions of work in the fishing industry both in the United States and abroad, this book also presents a background of the general nature of the industry. Wages, hours, contracts, and methods of hiring are some of the phases of the industry covered for each country. There are also discussions on food, medical care, shipboard accommodations, and social security provisions.

Health

50. **†Dental Assistant.** [Glamour's Job Dept., 420 Lexington Ave., New York 17.] 1952. 4 pp. 5c.

This fact sheet mentions that many dentists are willing to train their own assistants and that there is no minimum standard of education required. The important personal qualifications as listed are integrity, discretion, and pleasing personality. The duties are described for the one girl office and for the office which employs a dental hygienist or clerical assistant as the employment of either of these shifts the emphasis of the work of the dental assistant. Sources of further information and a partial list of schools which offer dental assistant courses are included.

51. **†Employment Outlook for Pharmacists.** [U. S. Dept. of Labor, Bureau of Labor Statistics, Washington 25, D.C.] 1952. 4 pp. Single copies, free.

This pamphlet discusses the relative demand for pharmacists in drug stores, by pharmaceutical houses and hospitals, as teachers in colleges of pharmacy, and in the armed forces.

es. The probable supply and demand figures are examined as the basis for a prediction of good employment opportunities for pharmacists for the next few years.

52. †**Medical Technologists.** Ruth Drummond. [Registry of Medical Technologists of the American Society of Clinical Pathologists, Muncie, Ind.] 1951. 7 pp. Apply. Reprinted from *Occupational Trends*, September-October, 1951.

This article on the growing field of medical technology discusses the history and importance of the profession, the personal, educational, and technical requirements, and the cost of training. Good working conditions and the stability of the work combine with a rising salary trend to make this an attractive profession for the boy or girl who can fulfill the requirements.

53. †**The Outlook for Women as Physical Therapists.** Medical Services Series, Bulletin No. 203-1, Rev. [U. S. Govt. Print. Off., Washington 25, D. C.] 1952. 51 pp. 20c.

This report by the Women's Bureau of the Department of Labor outlines the employment outlook for women in the field of physical therapy. It discusses the types of organizations which have physical therapists as staff members and discusses the probable demand in these agencies. The training, earnings, hours, advancement possibilities, and requirements of scholarships are described. The requirements for entrance to schools which train physical therapists and for entrance in the professional organizations in this field are also included.

Iron, Steel, and Machinery

54. †**Machinist.** R. J. Pierce. [Vocational Guidance Centre, 371 Bloor St. West, Toronto 5, Ontario.] 1952. 4 pp. 15c; 12c in Canada.

The definition, history, and importance of the occupation of machinist, the nature of the machinist's work, the working conditions, qualifications and preparation for a job as a machinist, the advantages and disadvantages of this occupation and the wage scale offered are all included in this monograph. There is also a list of books and periodicals for further reading. While

some information given, such as wage scales, applies only to Canada, for the most part this monograph will be of interest to Americans considering preparation for the job of machinist.

Non-Ferrous Metals

55. †**Employment Outlook in Electronics Manufacturing.** Bulletin No. 1072, Bur. of Labor Statistics, U. S. Dept. of Labor. [U. S. Govt. Print. Off., Washington 25, D. C.] 1952. 30 pp. 25c.

Both short and long term employment prospects in the electronics industry are good according to this government bulletin. Past employment figures and the demand for defense and civilian goods are the bases for this prediction. The bulletin discusses the working conditions and wages throughout the industry and describes such other benefits as vacations and pensions. Consideration is given to the unionization of the industry and the occupations within the industry are broken into categories from the top administrative and executive positions on down. The discussion on ways of entering the industry will interest high school students and the tables and charts will help counselors.

Occupations, General

56. †**Job Charts for College Women.** [B'nai B'rith Vocational Service Bur., 1761 R St., N.W., Washington 6, D.C.] 1952. 50c per set.

These four charts describe jobs in the fields of health, business, science and technology, and art and literature for women with one or two years of college or technical school training. The duties, personal requirements, training, outlook, employment possibilities, and sources of further information are given for from 7 to 10 areas in each of the four fields mentioned above.

Personnel Work

57. †**Working in Industrial and Labor Relations.** [New York State School of Industrial and Labor Relations, Cornell Univ., Ithaca, N.Y.] 1952. 14 pp. Apply.

This pamphlet defines and describes the field of industrial and labor relations and

lists the personality requirements necessary. It describes job opportunities in business, industry, organized labor, and government. The information on training for this field, while applying in particular to the New York State School of Industrial and Labor Relations, will give the interested student some idea of the academic work involved, cost of training, and information on high school preparation.

Printing and Publishing

58. †**Linotype Operator.** [Chronicle Guidance Publications, Moravia, N. Y.] 1952. 4 pp. 50c.

This occupational brief defines the job of linotype operator and describes the work performed in small and large printing shops. It also outlines the differences between union and non-union shops and between newspaper and "job" shops. Training requirements and opportunities, apprentice programs and linotype schools, wages, promotion opportunities, and the predicted long-run up-trend in employment are covered by the brief. There are also references for further reading and suggested activities for learning more about this job.

Science

59. †**Bacteriologist.** H. Alan Robinson. Occupational Abstract No. 155. [Personnel Services, Inc., Peapack, N. J.] 1952. 6 pp. 50c. Special to students, 25c.

In describing the work of the bacteriologist four specialized areas are listed — agricultural, industrial or pharmaceutical, medical and public health, and spoilage and deterioration. The abstract covers future prospects in this comparatively new field and the opportunities and advantages open to servicemen and women with training in the field. High school and college preparation, the importance of graduate study to advancement, and earnings in beginning and senior jobs in industry and civil service are discussed. The rewards of this profession are seldom material — a fact brought out in the discussion of the advantages and disadvantages in bacteriology. Related jobs, requiring less training in most cases, and references for further reading are included.

Social Science

60. †**Careers in Research (Non-Technical).** [Glamour's Job Dept.,

420 Lexington Ave., New York 17.] 1952. 6 pp. 5c.

The subjects of this fact sheet are the non-technical jobs in research which do not require specialized training. General qualifications and training, demand, types of jobs are all described. The fact sheet lists the kinds of organizations and firms using numbers of research workers and also lists sources of further information of value to the individual interested in a career in research.

Transportation

61. †**Jobs in Travel.** [Glamour's Job Dept., 420 Lexington Ave., New York 17.] 1952. 7 pp. 5c.

One of the points made by this fact sheet on jobs in travel is that "the majority of jobs for women in this field do not actually involve traveling about, rather they are more likely to lead to travel than jobs in other fields." The fact sheet enumerates the advantages, disadvantages, and comparatively exacting requirements of these jobs. It also describes the types of agencies in the travel field and the services they give. A list of trade journals is included. The specific jobs, qualifications, employment sources, duties, and salaries are arranged in chart form and follow the general discussion.

Water Transportation

62. †**Employment Outlook in the Merchant Marine.** Bulletin No. 1054, Bureau of Labor Statistics, U. S. Dept. of Labor. [U. S. Govt. Print. Off., Washington 25, D. C.] 1952. 38 pp. 30c.

This bulletin gives the procedure for obtaining jobs in the merchant marine and discusses the maritime unions, their dues and membership requirements. Training opportunities are outlined and places offering training facilities are listed. Wages, hours, and working conditions such as shipboard accommodations, vacations, and hazards are discussed. The jobs and duties in the deck, engine, or steward's department are explained. Appendixes give the major legal requirements for ratings and licenses and the subjects covered by Coast Guard examinations. The text is further developed with the aid of tables and charts and there is a list of references for further reading.

Wholesale Trade

63. †**Employment in Foreign Trade.** Rev. ed. [Foreign Commerce Dept., Chamber of Commerce of the U. S., Washington 6, D.C.] 1951. 14 pp. Free.

This pamphlet points out that employment in foreign trade does not necessarily mean employment overseas, for foreign trade operations entail a great deal of work that must

be done in this country. The opportunities which may lead to overseas employment and the qualifications necessary to make the most of such opportunities are described. A report of the procedure followed by a young man, a college graduate, in his efforts to obtain a position with a firm doing business abroad will give an idea of procedure and difficulties in getting a similar position. There is a list of publications which contain the names and addresses of firms engaged in international trade or which cover other aspects of employment in foreign trade.

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OF GUIDANCE INDEX published monthly (September through May) at Chicago, Ill., for Oct. 1, 1952.

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